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ABSTRACT

Designed primarily for use with eleventh- and twelfth-grade students, this course outline is intended to guide teachers and students in planning a course in Mexican American history and culture. The guide begins with the early history of Mexico and concludes with a contemporary history of Mexican Americans in the southwestern United States. Each page of the document is divided into three sections: (1) a historic outline, (2) suggested inquiries and activities to be used by the teacher in stimulating student discussion and research, and (3) related reference materials such as books, maps, and filmstrips. A bibliography containing recommended books, audiovisual materials, and teachers' reference materials is appended. (TL)

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LA RAZA

A GUIDE TO THE HERITAGE OF MEXICAN AMERICANS

prepared by

JOHN FLYNN

September, 1969

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The American of Mexican descent has chosen to keep much of his ethnic identity; therefore, the school world must be well informed regarding the cultural milieu of Mexican Americans if it is to present the types and quality of educational programs that are required by this group. Many citizens of California have involved themselves in a struggle for equal opportunity and in a quest to live with dignity and be regarded with respect. However, great improvement in establishing better human relations between the community and the school continues to be needed. And in large part these relations will improve as our communication improves.

MAX RAFFERTY
Third Annual Nuevas Vistas Conference of the State Department of Education

INTRODUCTION

Mexican-Americans account for over five million people living in the Southwest. They are a heterogeneous group, the products of a rich Indian-Hispanic culture and history. Some refer to themselves as "Mexican"; those living in New Mexico as "Spanish-American"; others, as "Mexican American"; while the young prefer "Chicano." A few have become fully anglicized and regard themselves as "Americans." Regardless of identification, many have joined, or are in the process of becoming involved, in their own civil rights movement. It is not without justification that many of the adults and more of the youth are seeking, and in some cases, demanding a better life. There is little question that education can be a means for achieving this better life.

Education is in a state of change. Brown Studies departments and courses are being established in the universities and colleges throughout the State of California. Courses in Mexican American history and culture are presently being offered in the secondary and elementary schools. Although some controversy surrounds this trend, it is recognized by many citizens that these courses will help establish a positive self-identity for Mexican American youth. Also, it is hoped that these courses will help change many of the negative attitudes the "Anglo" student has about the Mexican American. One thing that will surely result is the bringing together of both groups for serious discussion of one of the major problems besetting the Southwest today. This alone provides ample justification for study of Mexican American history.

This course has been designed not just to present a body of information, but also to stimulate discussion, debate, and soul-searching. Rather than using the lecture method, it is hoped that the teacher will ask questions and let the students find the answers. If this method is used, the teacher will have to devote some time to the teaching of appropriate methods of research. In developing hypotheses, students should be directed to magazines, periodicals, books, reports, and newspapers that present many points of view. After forming tentative answers, students should then be helped to muster the evidence to test their hypotheses. If this method is used, and debates and discussions follow, a new awareness can be the product.

The course outline is intended to give teachers and students some direction in planning a course on Mexican American history and culture. But, it is only a guide and needs to be supplemented with reading material, questions, and ideas. Unlike some courses on Mexican American culture, this guide begins with the early history of Mexico. This is done so that students will see the rich heritage of the Mexican American. Also, perhaps the myths about Indians will be exploded after students discover the governmental systems, the architecture and art, and the fine cities built by the early peoples of the Valley of Mexico.

JOHN FLYNN

THE PRE-HISPANIC HISTORY OF MEXICO

I. Early Man in Mexico.
   A. American Man probably originated in the Eastern Hemisphere.
      1. Some scientists believe that he came across the Bering Strait in pursuit of the mammoth.
      2. At least two types migrated: long-heads and broad-heads.
      3. There is evidence that early man hunted game in the Valley of Mexico 10,000 years before Christ.
   B. The disappearance of large game caused early man to become a gatherer of nuts, roots, and seeds.
   C. Some scholars speculate that agriculture in some form began around 6000 B. C., although early man continued his nomadic existence.
      1. Communal living probably did not begin until 2500 B. C.
      2. As cultivation slowly improved, the population increased.
      3. By 3000 B. C., it is estimated that about 30 per cent of the plants eaten were cultivated.

II. The Pre-Classic Period--2,500 B. C. to 300 A. D. Man settled down in Mexico.
   A. Refinement of agriculture continued.
      1. Beans, squash, maize and other crops improved.
      2. Corn became the "lifeblood."
      3. Men began to select seeds that would produce a good yield.
      4. Irrigation methods came into use as the Pre-Classic Period ended.
   B. Agriculture changed early man's way of life.
      1. He began to live in communities.
      2. He had more time to develop other living comforts.

INQUIRY	MATERIALS
What is the use of history? Why do men spend countless hours collecting, writing, and studying it?	Reading Materials
How did man happen to come to America? What theory seems strongest to you? Why?	Peterson, Frederick, Ancient Mexico, Chap. I, "Early Man in Mexico."
How can scientists conclude that the Tepexpan man was Homo sapiens and resembled modern-day Indians living in Mexico?	Bushnell, G. H. S., The First Americans, Chap. I, "Early Man Before 5000 B. C."
How can it be deduced that man discovered corn before he made pottery?	Map
Is there evidence that inhabitants of Mexico cultivated plants prior to 5000 B. C.?	National Geographic, "Archeological Map of Middle America."
Investigate the reasons early man (before 9000 B. C.) was attracted to the Valley of Mexico.	
When did elephants roam the Valley of Mexico? In what ways would the practice of agriculture bring about change in family and tribal life?	Reading Materials
Investigate the early domestication of maize.	Ancient Mexico, Chap. II, "Man Settles Down In Mexico." The First Americans, Pages 24-29; 35-44. Hibben, Frank C., Digging Up America, Chap. 6, "Corn on the Cob." Map National Geographic Archeological Map.

3. Artists and craftsmen had time to experiment.
4. Pottery making, weaving, and the making of musical instruments became the interests and occupations of many people.

C. The development of religion.
1. Early man deified the forces of nature.
2. Clay women figurines represented earth or vegetation goddesses.
3. Magic commanded an important role in the development of religion.

D. The Valley of Mexico provided an ideal location for early farmers.

E. The "Magicians" from Southern Mexico pushed into the farmer cultures in the Valley of Mexico.
1. Not too much is known of the early development of the Magicians.
2. Because of the physical features of the Magicians, some anthropologists have postulated a Negroid immigration into Mexico.
3. The Magicians had a very complicated ritual based based on the jaguar.
4. Magic (naturally) was practiced.
5. Tobacco was probably used by the Magicians.
6. Tlatilco pottery was very sophisticated.

F. Chupicuaro in Guamajuato probably had communication with the Valley of Mexico.

G. Monte Albàn in Oaxaca achieved a high civilization during the Pre-Classic Period.
1. Figurines show Olmec influence.
2. A strong social organization is evident during Monte Albàn II.

INQUIRY

Draw sketches of figurines found in ancient villages.

What did some of the clay figurines represent?

What evidence is there that man developed a form of religion around 1500 B. C. ?

Some anthropologists have speculated, because of Negroid characteristics found on some figurines, that there was a Black migration into Mexico. Is there any strong basis for this speculation?

What indication is there that a strong civilization existed in Monte Albàn?

What influence did the Olmecs have on other parts of Mexico?

MATERIALS

The map mentions the eight expeditions sponsored by the National Geographic Society which revealed ". . . the full splendor of this remarkable Gulf Coast culture of the first milennium B. C."

Transparencies

Fifty sets of six transparencies (slides) focusing primarily on ancient Mexican civilization. (Can be ordered from: Instituto Nacional de Antropologica e Historia, Mexico, D. F.) Also, ceramic statues can be ordered from the same address.

Sound Filmstrip

La Raza Sound Filmstrip Lessons. See "Of Gods and Men," and "Mexico of the Indians."

The Classic Period - 300 A. D. to 900 A. D.
Man remodels Mexico.

A. The real Classic period began when people adopted new ways of doing things.
   1. New enterprises were undertaken.
   2. Regions began to separate culturally and politically.
   3. Urban areas were developed.
   4. The priesthood replaced the Magicians.
   5. Sophisticated architectural art evolved.
   6. Intellectual curiosity blossomed.

B. Monte Albán moves from the Pre-Classic to the Classic.
   1. Funerary urns were very elaborate.
   2. Local styles of buildings, sculpture and pottery came into existence.
   3. Monte Albán was abandoned around 950 A. D.

C. Xochicalco was inhabited from the Pre-Classic to Toltec times.

D. Veracruz and the Olmecs.
   1. Olmec means "people of rubber country."
   2. The two major cities of the Olmecs were at La Venta and Tres Zapotes.
   3. There is dispute among scientists over the inclusive dates of the La Venta civilization. Some date it well into the Classic Period.
      a. La Venta people had a great knowledge of mechanical engineering.
      b. The National Museum of Mexico today has on display many artistic objects taken from La Venta.
      c. There is still much debate over the prominence and development of this culture.

E. The Civilization of Teotihuacán. 150 B. C. - 850 A. D.
   1. The City of Teotihuacán had a definite plan.
      a. Priest-architects laid out the central city.
      b. Vast numbers of people were required in order to build the city.

INQUIRY

In what sense can the Classic Period be described as the "Urban Period"?

How does the agriculture of the Classic Period compare with that of the Pre-Classic Period?

Why did the population increase during the Classic Period?

Why was western Mexico little affected by the civilizations in the Valley of Mexico?

How can one distinguish between Pre-Classic and Classic art?

How did the small island of La Venta support itself?

What evidence substantiates the theory that La Venta was chiefly a holy and religious place?

Did the civilization at La Venta maintain itself through the Classic Period?

What evidence is there that the people living in the Veracruz civilization had great knowledge of mechanical engineering?

Test the theory that Teotihuacán was a planned city.

MATERIALS

Reading Materials

Ancient Mexico, Chapter 3, "Man Remodels Mexico."

The First Americans, pages 66-71. Excellent pictures.

Map

National Geographic, "Archeological Map of Middle America."

Transparencies

Same set as previously listed.

Sound Filmstrips

La Raza Sound Filmstrip Lessons--Same as previously listed.

3. Agricultural system was highly organized.
   a. Farmers did not use the "slash and burn" system.
   b. The very fertile chinampas supported a large population.
4. The Pyramid of the Sun is the second largest structure in Mexico
5. The Teotihuacáno pantheon included the Rain God, the Sun God, the Moon Goddess, the Water Goddess, the Feathered Serpent, and Xipe Toltec.
6. Teotihuacán influenced the civilizations along the Gulf Coast, the Mayans, and those of Oaxaca.

F. The civilization at Cholula built a pyramid that had a greater volume than the Pyramid of Cheops in Egypt.

G. The Mayan civilization reached its zenith during the Classic Period. They are remembered for their calendar and hieroglyphic writing.

H. The reasons for the decline and fall of the Classic civilizations.
   1. Drought was partly responsible.
   2. Teotihuacàn was a unifying force in Mexico. When it fell, inter-regional trade collapsed.
   3. Great upheavals of undetermined origin brought tremendous destruction; the people living in Teotihuacàn deserted their homeland.

I. The Golden Age of Mexico came to an end between the 9th and the 11th centuries, at different times and in different areas - earlier at Teotihuacàn and later at Monte Albàn.

IV. The Post-Classic Period - 900 A. D. to 1500 A. D.

A. Characteristics:
   1. A new militarism.
   2. Glorification of war.

INQUIRY

What proof is there that Teotihuacán had a stable and powerful society with a strong centralized authority?

Did Teotihuacán have a system of justice? If so, describe it.

Study pictures or slides of the polychrome fresco bowls and vases of Teotihuacán. Note that they bear geometrical, symbolical, and effigy motifs, representing priests, birds, butterflies, flowers, waves, animals and gods. What do these representations tell us about the great city of Teotihuacán?

Compare the pyramid at Cholula with the Cheops pyramid of Egypt.

Develop a hypothesis and test it on the causes of heavy migration during the late Classic Period.

After some preliminary reading, propose a hypothesis for the reasons for the decline of Teotihuacàn. Test, and, if necessary, alter your hypothesis.

Can one generalize about the downfall of all civilizations, or are they all unique in their decline?

MATERIALS

All materials as previously listed on preceding page.

3. A new warrior class.
4. Fortified towns.
5. Confusion and movements of people.
6. Introduction of metallurgy.
7. The Chichimec invasions from the North.

B. The Toltecs, a semi-nomadic group, came into the Valley of Mexico from the North.
1. Led by the semi-legendary leader, Mixcóatl, they arrived around 900 A.D.
2. They ruled a large amount of land in Mexico.
3. They spoke a dialect of the Uto-Aztec language.
4. Topíltzin, a young prince, distinguished himself at a school for priests and was made a high priest of Quetzalcóatl.
   a. Topíltzin became a man of peace.
   b. He made an effort to stop the practice of human sacrifice.
   c. Later, he became confused with Quetzalcóatl, the god he served.
   d. Legend tells that he was tricked by three evil gods and forced to go into exile. He promised that one day he would return. Later, some Aztecs believed that Cortés was Quetzalcóatl returning from exile.
5. Tula was the capital of the Toltecs.
6. The Toltecs controlled the Valley of Mexico for about two centuries until they were overthrown by the Chichimecs.

C. The Chichimecs, new invaders from the North.
1. They controlled the remaining Toltecs with the bow and arrow.
2. They were now in contact with a more cultured people.
   a. They began to move from caves into houses.
   b. They began making fine pottery and learned how to use metals.

INQUIRY

Make a timeline for all of the periods studied up to this point.

Why were people able to remain more peaceful during the Classical Period than during the Post-Classic Period?

Why did Topíltzin later become confused with the god Quetzalcóatl?

Prepare a two-hundred word essay about Quetzalcóatl?

What problems do historians have in dealing with Quetzalcóatl?

In what ways did Topíltzin try to change the Toltecs? Was he successful? How?

Does the statement: "Chichén Itzá, except for some basic Mayan architecture, is a grandiose duplicate of Tula" stand up to the test of research?

What caused the decline of the Chichimecs?

MATERIALS

Reading Materials

Ancient Mexico, Chapter 4, "Ebb and Flow in Mexico."

The First Americans, Chapter 4, "The Coming of the Warriors."

Maps, Transparencies, and Sound Filmstrips

Same titles as previously listed.

	INQUIRY	MATERIALS
3. Chichimec rulers adopted many aspects of the Toltec customs and also adopted the Náhuatl language. 4. Xólotl, the first leader, built a kind of confederacy with the towns he conquered. 5. After the cruel leader (known by most Mexicans as Mexico's worst tyrant) Tezozómoc came to power, the Chichimec rule began a decline. It was replaced by the Aztecs. D. The Aztecs arrived in the late Post-Classic Period. 1. Their original home has not been located. a. Various places have been suggested: the Lerma River Basin, the Jalisco area, near the mouth of the Santiago River, the Pame region, Hidalgo, or the region near Lake Patzcuaro. b. Northwestern Mexico is a probable place of origin for the Aztecs, who spoke Nahua. 2. They were led by their tribal god, Huitzilopochtli. 3. Because of their strange habits of "cutting out hearts" and "skinning humans," the Aztecs were not welcome in the Valley of Mexico. 4. Tenochtitlán, the Aztec capital, was probably founded around 1325. 5. After settling on the muddy islands, the Aztecs fell under the rule of the tyrant, Tezozómoc. 6. Itzcoatl unified the Aztecs and crushed the Tepanecs in 1428. 7. The Triple Alliance, embracing the city-states of Tenochtitlán, Texcoco, and Tlacopán, lasted from 1429 to 1521. This alliance was largely responsible for the successes of the Aztecs. 8. The Aztecs developed great trade and cultural exchanges. 9. The first major conquests and expansions began un- Itzcoatl and were continued by Moctezuma I.	Were the Aztecs welcomed when they arrived in the Valley of Mexico? Why? Why not? What caused the Aztecs to be so united? What was accomplished under the rule of Itzcoatl? Describe the Aztec tax system. In what respect were the Aztecs synthesizers? Compare and contrast Tenochtitlán in 1520 with any great Spanish city of that era.	Reading Materials Ancient Mexico, Chapter 5, "Empire Building in Mexico." (Also see Chapters 6 through 16) The First Americans, Pages 88-101. Map, Transparencies, and Sound Filmstrips Same as previously listed. Records Folk Songs of Latin America. (Accompanied by a filmstrip) "Aztec Hymn to the Sun."

10. As the conquests continued and the Valley of Mexico fell under Aztec control, they perfected the art of warfare. They quickly absorbed the ideas of the people they conquered.
    a. In architecture, the Aztecs borrowed heavily from the Toltecs.
    b. Art was largely dominated by religious themes.
11. The Aztecs were masters of civil administration.

E. The Rule of Moctezuma II (1502-1520) and the arrival of Cortes.
1. Moctezuma II succeeded Ahuízotl as leader of the Aztecs.
2. He undertook many campaigns to consolidate his lands.
3. If the Spaniards had not come, the Aztecs would have probably fought the Mayans.
4. Moctezuma's empire was strongly governed.
    a. It was divided into about 30 provinces.
    b. Each province had a central town for collecting tribute.
    c. His society gradually evolved into a military theocracy.
5. Cortés arrives and assumes control of the Valley of Mexico.

INQUIRY

Describe the Aztec educational system. In what ways did the system support the Aztec culture and civilization?

Sketch the planned area of Tenochtitlán.

Research the child's role in Aztec society.

How did young men acquire a social standing in Aztec society?

Briefly describe the Aztec social system.

Could a commoner advance his social standing? How?

What evidence is there that the Aztecs under Moctezuma II practiced a sophisticated social etiquette?

Why did the Aztec tribal system prove ineffective during the period when they were expanding their empire?

In what ways were the Aztecs judged by their peers in the administration of justice?

What caused the Aztecs to become obsessed with militarism?

MATERIALS

All materials same as those listed on previous page.

THE CONQUEST AND RULE OF THE SPANIARDS

I. The Conquest of Mexico
   A. With 550 men, 11 ships, and 16 horses, Hernán Cortés conquered the Aztecs.
      1. Cortés had support from some of the Indians who had been oppressed by the Aztecs.
      2. Spaniards were first forced to flee Tenochtitlán, the great and beautiful Aztec City.
      3. With the aid of the Tlaxcalan Indians, Cortés defeated the Aztecs; he sacked the city and named it "Mexico City."
      4. Cuauhtémoc, the last ruler of the Aztecs, is considered a hero in the eyes of Mexicans today.

II. The Spaniards: Who were they? (Genetic and historic)
   A. Cro-Magnon men were earlier wanderers in Spain.
   B. The Phoenicians sailed to the Iberian Peninsula.
   C. The Greeks came to trade and colonize.
   D. The Romans included Spain in their great empire.
   E. Hannibal crossed Spain to do battle with the Romans.
   F. The Moors seized and held Spain for 700 years.

III. Indian reaction to the Spaniards after the Conquest.
   A. Many rebellions and riots--in 1624 and 1692, rioters burned buildings, set prisoners free, and cried: "Kill the gachupines!" Death to the Spanish-born.
   B. The Indians rejected the idea of Spanish superiority.

IV. Governmental Structure in New Spain.
   A. A viceroyalty of New Spain established and a viceroy appointed.
   B. A Supreme Court (Audiencia), provincial governors, and municipal officials appointed.

INQUIRY

In what ways is the Exploration Period part of a larger period called the Renaissance?

If the Aztecs had such a strong civilization, why were they defeated by the Spaniards?

Compare Moctezuma's and Cuauhtémoc's reaction to the Spaniards.

How did the Phoenicians, Romans, and Moors change life in Spain?

What evidence is there that the Indians reacted violently to Spanish control?

Why do cultural and racial differences sometimes cause conflicts between people?

What official policy did Spain follow in the treatment of the Indians?

What position did the Church hold in New Spain's governmental structure?

MATERIALS

Reading Material

North From Mexico, Chapter I, "In Spanish Saddlebags," is a brief presentation.

Sound Filmstrip

La Raza Sound Filmstrip Lessons-- See "Twilight of the Gods"

Sound Filmstrip

La Raza Sound Filmstrip Series-- See "The Far Frontier"

C. Church and State worked together.

V. The Explorers--Indian tales about gold lured them onward.
- A. Ponce de León perished in Florida.
- B. Cabeza De Vaca reached Mexico City in 1536 after being shipwrecked off Galveston six years earlier.
- C. Coronado searched for the Golden Quivira.
- D. In 1542, Juan Rodríquez Cabrillo found the "Fabled Island of California." (On this trip, he went ashore at San Buenaventura.)

VI. Spanish exploration and settlement achievements--facts and fiction. Romantic American historians have wrongly ". . . proceeded to elevate everything the Spanish had done to the level of high heroism and intense passion."
- A. Spaniards were not nearly so impressed with their achievements as were later American historians.
  1. Weapons plus knowledge of arid lands enabled them to go anywhere.
  2. In many cases, they were led by Indian guides.
  3. They fought few notable battles.
- B. It took just a few hundred Spanish soldiers to seize and rule the province of California.
  1. Horses and sophisticated weapons ruled out any competition from the Indians.
  2. Disease took a heavy toll among the Indians.
- C. The Spaniards never consolidated their conquests.

VII. Separating fact from fiction tells us the real Spanish impact on the Southwest.
- A. The names of California, Nevada, and Colorado are Spanish in origin.
- B. Mountains, rivers, and towns still bear Spanish names.

INQUIRY

Describe the social classes that evolved after the conquest.

Write a two-hundred word character sketch of Cabeza De Vaca. Make sure the sketch is adequately supported by primary and secondary resource material.

Describe the Indian cultures encountered by Coronado in his travels into the northern reaches of New Spain.

How have the romantic American historians hindered research of the Spanish period?

Is it important that historians continue to rewrite history?

Compare Spain's and England's colonial achievements and policies in the New World.

List the diseases that took a heavy toll among the Indians.

List the contributions Spain made to the New World.

MATERIALS

Reading Material

North From Mexico, Chapter II, "The Fantasy Heritage"

Reading Material

North From Mexico, Read from page 31 to page 35.

C. The Spanish language is spoken by more than two million people in the Southwest alone. D. The Roman Catholic religion is part of the Spanish heritage. E. Laws governing water and mineral rights and community property were left by the Spaniards. F. The first cattle, horses, goats, pigs, cats, and barnyard fowls were brought by the Spaniards to the Southwest. G. Farming implements. H. Fruit--peaches, figs, oranges, apples, grapes, apricots, limes, pears, pomegranates, olives and lemons can be traced to the Spanish period. I. The Spanish introduced sugar cane to Louisiana. J. Many other agricultural products came from Spain. K. The Spaniards may have carried the seeds, but the Indian and Mexican agriculturalists helped spread them.		
VIII. Although much of the present-day pageantry (Santa Barbara Fiesta, Olvera Street, etc.) contradicts it, the real colonizers of California and other parts of the Southwest were a mixture of Spanish, mestizo and pureblood Indians. A. The original [illegible] Los Angeles were: two Spaniards, one [illegible], two Negroes, eight mulattoes, and nine Indians. B. Actually, only 300,000 Spaniards came to the New World during the 300 years of Spanish rule. C. This dichotomy between the Spanish and Mexican-Indian heritage can only be shown by carefully unthreading the strings of the past and recognizing the ancestral origins of the so-called Mexican-American of the Southwest.	"Beyond all doubt the culture of the Southwest in 1848, was a trinity (Spanish, Mexican, and Indian): a whole consisting of three intricately interwoven, interpenetrated, thoroughly fused elements." Accepting the above quotation as a valid statement, what evidence does your research provide to substantiate it.? Research the degree of involvement of the Mexican-American in festivities such as the annual Santa Barbara Fiesta. What conclusions does your research support? Why has the Mexican-American been virtually excluded from participating and leading events such as the Santa Barbara Fiesta? Write a short, but descriptive history of the early development of Los Angeles.	Sound Filmstrip La Raza Sound Filmstrip Lessons (See "Twilight of the Gods" and "The Far Frontier" Reading Materials North From Mexico, Chap. III and Chap. IV

IX. Although faced by a dual frontier, the early settlements in the Southwest were isolated to a large degree. A. The borderlands were separated from the Spanish settlements in Mexico by a belt of desert. B. However, Spanish institutions survived in the borderlands whereas Anglo-American institutions were modified. C. New Mexico--the Mexican heartland of the North. 1. Until the summer of 1608, the Spaniards were dependent upon the Indians for food. 2. Because of isolation, the culture was very resistant to change. 3. Barter economy. 4. Two classes--ricos and pobres. 5. The real settlers were the villagers--as much of their heritate is Indian as Spanish. 6. No competition--little education. 7. From the opening of the Santa Fe Trail to 1846, there was a flowering of folk culture in this land. D. Pimeria Alta, the Spanish name for Arizona. 1. Working from the home base, Mision Nuestra Senora de los Dolores in Sonora, Father Kino established a chain of missions. 2. The isolated villages suffered many attacks from nomadic Apaches. E. Settlements in Texas. 1. The great spaces of land made it very difficult for the Spanish colonizers to subdue the Comanches. 2. After 1748, Mexican towns grew on the Texas side of the Rio Grande. F. California--also very isolated from the remainder of the Spanish dominion--was a richer province than the other borderland settlements.	INQUIRY Draw a map outlining the borderlands. Identify the Indian and early Spanish settlements. What political, economic, and social changes took place in New Mexico after 1608? Describe the Indian reaction to the Spaniards when they first arrived in New Mexico. Compare the Spanish settlements in New Mexico and Arizona. Describe the activities of the Apache Chief, Cochise, from 1861 to 1871. What truth is there to the statement that Arizona was "the pauper of the Spanish provinces?" Were the Spanish successful in their colonial efforts in Texas? Why? Why not? What conditions allowed the Mexican-Americans in South Texas to develop a middle class prior to 1900?	MATERIALS Sound Filmstrip La Raza Sound Filmstrip Lessons. (See "The First Pioneers" and "Family and Community." Reading Material North From Mexico Read Chap. V, "The Broken Border." Sound Filmstrip See titles previously listed above.

1. Most of the settlement occurred along the coasts of California.
2. Very distinct class system, with the Spanish Franciscans, officials and military officers at the top of the hierarchy.
3. A very small percentage of the population was of "pure Spanish blood."
4. Lower class outnumbered the upper class ten to one.
5. Below the gente de razón were the Mexicans--the soldiers, artisans and colonists. They referred to themselves as Mexicans, not Spaniards.
6. The unpaid Indians were at the bottom of the social order.
7. California's economy was essentially based on the cattle ranch. However, it first centralized around the mission system.
8. At first, the late-arriving Anglo-Americans had little difficulty adapting to the Hispano-Mexican-Californio culture.

G. Settlements in southern Colorado and west Texas were so isolated that they became known as the lost provinces.

INQUIRY

How many gente de razón families lived in California during the Spanish period?

Outline the social structure of California during the Spanish period.

What role did the Mexicans play in California during the Spanish period? Compare that role with that of the Mexican Americans currently living in the Southwest.

Carey McWilliams states: "Revolutions were a matter of more or less normal occurrence in California." How much truth do you find in this statement as you research California during the Spanish period?

MATERIALS

THE DECLINE OF SPANISH RULE AND THE EMERGENCE OF MEXICO AS A REPUBLIC

I. Spain ruled Mexico (including the Southwest) for over 300 years.

II. The revolution began in 1810.
   A. Led by a mestizo Mexican priest, Father Hidalgo.
      1. His followers were mestizos and Indians.
      2. Again the cry was heard: "Death to the Spaniards!"
   B. Father Hidalgo is known as "The Father of the Revolution."
   C. Father Morelos and Vincent Guerrero, both mestizos, continued Father Hidalgo's work.
   D. Indian hatred of the Spaniards had been building up for over 300 years.

III. 1821--independence is declared.

IV. 1822--the Republic is formed.

INQUIRY

What forces led to the decline of Spain in the New World?

What generalizations can you make about the Spanish period?

Write an account of Father Miguel Hidalgo's activities in 1810 and 1811.

How did Augustín de Iturbide contribute to Mexican independence?

Why was it so difficult for Mexico to establish a stable government?

Why is it important for North Americans to acquire a knowledge of Mexican history?

MATERIALS

Reading Material

McHenry, J. Patrick, A Short History of Mexico. Read Chapters Six and Seven for a brief account of the revolution and independence.

THE MEXICAN CONTROL OF THE SOUTHWEST

I. Mexican control of the Southwest was short-lived; the Yankees replaced the Spaniards and the conflict of cultures continued.

II. The Yankee and Mexican cultures first clashed in Texas.
   A. Geographically, Texas invited Yankee invasion.
   B. Stereotyped early impressions were deeply etched in the minds of both the Yankees and the Mexicans.
      1. "To the early American settlers, the Mexicans were lazy, shiftless, jealous, cowardly, bigoted, superstitious, backward, and immoral."
      2. To the Mexicans, the Yankees were ". . .arrogant, overbearing, aggressive, conniving, rude, unreliable, and dishonest."
   C. Different languages; different institutions.
   D. Yankees, primarily from the South, were pro-slavery; Mexicans were opposed to slavery.

III. The Texas-Mexican War and the bitterness that was left at the Alamo, Goliad, and San Jacinto.

IV. Texan-Mexican border wars.

V. The Mexican-American War of 1846--the culmination of a cultural and political conflict.
   A. Conduct of war by American soldiers left a residue of bitterness.
   B. Extreme anti-Catholic feeling; many Mexican churches were mutilated.
   C. Mexicans left in the newly-conquered territory were known in Mexico as "our brothers who were sold."
   D. The Treaty of Guadalupe-Hidalgo--all lands north of the Rio Grande were surrendered.

INQUIRY

Define the term "manifest destiny." Because of the advances the U. S. made under "manifest destiny," one might conclude that, in this instance, the end did justify the means. Defend or oppose this conclusion.

What caused so much bitterness between Mexicans and Anglo-Americans in Texas prior to 1836?

When asked how many notches he had on his gun, the famous Texas gunman, King Fisher said: "Thirty-seven--not counting Mexicans." What significance does this statement have? At a later date, when you study immigration, consider again your initial reaction to this quotation.

Compare and contrast Anglo-American and Mexican cultures and values prior to the Mexican-American War. Can you observe any cultural and value differences and similarities between the two groups today?

What did the massacres at Goliad, San Jacinto, and the Alamo do for relations between the Texans and Mexicans? Does your research and observations show that these three events continue to cause bitterness?

MATERIALS

Reading Materials

North From Mexico, Read Chapter VI, "Not Counting Mexicans."

Sound Filmstrip

La Raza Sound Filmstrip Lessons. (See "Conflict of Cultures: Invasion of the Borderlands" and "Conflict of Cultures: Conquest of the Borderlands."

1. Mexicans and Indians are the only conquered peoples in the United States whose rights are safeguarded by treaty provisions.
2. Rights of borderland Mexicans are explicitly stipulated in the treaty.
3. The treaty contains protection of property rights.
4. Cultural rights are also guaranteed.

VI. The Mexican-American from 1848 to 1900; a conquered people.

A. The Treaty failed to improve the relationships between the Anglo-American and the Mexican-American. More hatred came as the years passed.
B. A struggle for political power ensued in New Mexico immediately after the war.
C. There were many tense moments in Texas as the Texas Rangers proceeded to establish "law and order."
D. Many of the wealthy, landed, aristocratic Mexican families returned to Mexico.
E. At first, the relationships between the two groups were good in Arizona, but competition created by the mines plus other occurrences caused this relationship to dissipate.
F. Throughout the entire Southwest, the conflict grew between gringo and greaser.
G. Hatred of cattlemen for sheepmen was, in many instances, a hatred between the Texas cattlemen and the Mexican sheepmen.
H. Texas, Arizona, Colorado, and California have long records of lynchings.
I. The existing stereotypes became deeply rooted as the Anglo-American domination increased.

INQUIRY

Generally, what was the sentiment of the U.S. public towards the Mexican-American War? Were there any grass-movements against the war? Would you consider it justifiable conduct on the part of the United States?

Why did the Treaty of Gualalupe-Hidalgo fail to bring peace to the Southwest?

What did the Treaty guarantee to Mexican Americans living in the Southwest?

Why is it said that the Mexican American came into being after 1848?

What is the derivation of the words "greaser" and "gringo?"

Research the causes of intense bitterness between the "gringos" and "greasers" as it developed from 1848 to 1900.

What methods did the Anglo-Americans use to acquire control of New Mexico after 1848?

What problems resulted from the Southern Pacific Company's release of 1,500 Mexican workers when the line to Casa Grande was completed in 1879?

Discuss the conflicts that developed between Mexicans and Anglo-Americans during the California Gold Rush. How were most of these conflicts resolved?

MATERIALS

North From Mexico, Chapter VII, "Gringos and Greasers"

Sound Filmstrips

La Raza Sound Filmstrips--See titles previously listed.

THE HERITAGE OF THE MEXICAN-AMERICAN IN THE AMERICAN SOUTHWEST

I. The Spaniards, Mexicans and Indians made great contributions in establishing the present-day economic structure in Southwest.

II. The mining industry has the Hispano-Mexican imprint.
- A. The ancient mining culture of Spain was combined with the elements of Aztec metallurgy to form an advanced mining technology.
- B. Zacatecas, Mexico, experienced a "gold rush" three hundred years before the famous California "rush!"
- C. Spaniards and Mexicans were experts in placer and quartz mining.
- D. The Mexicans from Sonora came by the thousands during the California Gold Rush and brought with them their valuable mining expertise.
  1. First introduced the batea.
  2. Their "dry wash" method was exceedingly helpful due to lack of water in some of the mining areas.
  3. The first quartz miners in California were Mexicans. The arrastra or "chili mill" made it possible to develop the Comstock lode.
  4. Bonanza and other Spanish-Mexican terms became a part of the Anglo-American working vocabulary.
- E. Because they lacked experience in mining--hence a lack of mining laws--the Anglo-American miners adopted the Spanish-Mexican regulations, rules, and laws of the mines.
- F. The State of Texas adopted the Spanish law of regalía -- five per cent of the gross receipts from the mineral concessions--and thus was able to establish its system of public education.

INQUIRY

What are the genetic origins of the Spanish-speaking people of the Southwest?

What are some of the cultural differences among Mexican-Americans living in Texas, New Mexico, and California?

What expertise did the Mexicans from Sonora bring to the California Gold Rush?

Make a list of words that Anglo-Americans have adopted from the Spanish language.

Make sketches of the various mining instruments that were first introduced and used in the Southwest by the Mexicans.

In your examination of books about California history, have the Spaniards and Mexicans been credited with the early methods used for mining operations in the Southwest?

How can we measure the contributions to American society from the Mexicans, Indians, and Spaniards?

MATERIALS

Reading Material

North From Mexico, Chapter VIII, "The Heritage of the Southwest."

Sound Filmstrip

Warren Schloat Productions: Minorities Have Made America Great. (See "Mexican Americans")

III. The Hispano-Mexican sheepmen of New Mexico.
- A. Provided the newly-arrived Anglo-Americans with the knowledge and organization of an industry that scared in production after 1862.
- B. Sheep husbandry spread from New Mexico to California, Idaho, Utah, Colorado, Wyoming, Nevada, Arizona, and Montana.
- C. The early sheep industry also helped bring about the rapid growth of the sugar-beet industry.
- D. Some of the most beautiful New Mexican folk songs are those of the pastores or Mexican sheepherder.

IV. The cattle industry with all of its romantic trappings was established by the Mexicans and Spanish.
- A. The cattle industry began in Texas and California in last half of the eighteenth century.
- B. The Mexican vaquero served as the prototype for American cowboy.
- C. As in the sheep industry, the Americans adopted the language, technology and complete cattle institution from the Mexicans and Spanish--the saddle, lasso, cinch, halter, rope (mecate), chaps, and feedbag for the horse (morral).
- D. The Mexican taught the American the art of horse-breaking.
- E. The system of branding to establish ownership had its origin in Spain and was used in Mexico as early as 1545.

V. It was the Indian and Hispano-Mexican who first surmounted the problems created by the semi-arid environment in attempts to make the land agriculturally productive.
- A. The oldest irrigation systems to be found in the U. S. were created by the Pueblo Indians of New Mexico before the Hispanic period.

INQUIRY

Have the contributions made by the Hispano-Mexican sheep and cowmen been acknowledged by movies on T. V. and at the cinema?

See if you can find some lyrics of the folk songs of the New Mexican sheepherders.

Outline the social structure of the Spanish sheep-raising system.

Describe the life of the New Mexican sheepshearer as he made "the great circle of the shearing pens from Texas to California."

Draw sketches of the Mexican vaquero and the Anglo-American cowboy.

Research the organization of the King Ranch in Texas. In what ways is it still similar to the rancho of an earlier day?

Write a short history of irrigation systems used during the Indian, Spanish, Mexican, and American periods.

MATERIALS

North From Mexico, Chapter VIII, "The Heritage of the Southwest."

Sound Filmstrip

Warren Schloat Productions: Minorities Have Made America Great. (see "Mexican Americans.")

B. The Mexican and Indian taught the Anglo-American the arts of land-levelling and irrigation.

C. Laws regarding water and its use have their antecedents in Spain and Mexico.

VI. Regulation of property rights between husband and wife are based on the Spanish system of community property.

VII. Many of the land systems in the Southwest are based on the Spanish and Mexican systems. The large homesteads reflect the needs created by an arid environment.

VIII. Mexican labor built much of the railroads in the last century in the Southwest. For the most part, these railroads have been maintained by Mexican labor from the 1880's to the present.

IX. Large-scale cotton production in Texas was based on Mexican migratory labor. From Texas, cotton moved west along with the workers.

X. The enormous and phenomenal growth of agricultural production in the Southwest was made possible by the use of Mexican labor.

XI. Language, food, religion, music, architecture in the Southwest indicate the very strong presence of the Hispano-Mexican culture.

INQUIRY

What Mexican and Spanish legal traditions have been followed in the United States? Perhaps consultation with one of the attorneys from the District Attorney's office will aid in the research.

Interview an owner or manager of one of the large ranches in Ventura County. Beginning with the Mexican period, how has the ranch changed ownership through the years? Perhaps the County Assessor's Office will be helpful in establishing the various owners. Also, find out how Mexican Americans and Mexicans have aided in making the ranch a successful operation.

MATERIALS

Reading Material

North From Mexico, Chapter VIII, "The Heritage of the Southwest."

Sound Filmstrip

Warren Schloat Productions: Minorities Have America Great (See "Mexican Americans.")

NORTH FROM MEXICO-THE MOVEMENTS OF MEXICANS TO THE AMERICAN SOUTHWEST

I. General comments:
   - A. Migrations to the Southwest occurred long before the Mexican-American War.
   - B. As mentioned earlier, large numbers of Sonoran and others journeyed to the Southwest to seek gold and other minerals. This was especially true during the California Gold Rush.
   - C. Others, such as cowboys, sheepherders, and farmworkers, crossed the border prior to 1910 without much restriction.
   - D. Not too much control on the Mexican immigrant until 1907-08.
   - E. Prior to 1910, the majority of the Mexican immigrant population was stationary. U. S. employers, especially in agriculture, primarity depended upon another substantial foreign labor force.
   - F. However, Mexican laborers were employed as agricultural workers and also in mining, railroad, construction, maintenance, and other non-agricultural jobs.

II. From 1910-1919, the Mexican Revolution "pushes" and the U. S. labor markets "pull" many thousands to the United States.
   - A. The revolutionary period witnessed the first substantial migration.
     1. All social classes migrated.
     2. Many sought safety. Many came to seek the comfort of kin who happened to live across the border.
   - B. World War I increased the demand for foreign labor.
     1. Many of the immigrants during this period hoped to return to Mexico someday.

INQUIRY

What were the immigration patterns of Mexicans to the United States from 1848 to 1908? What occupations attracted the Mexicans during this period?

What minority groups did the Mexican farm workers replace after 1910? What were the reasons for this replacement?

What kinds of working conditions and wages were provided for Mexican workers during the period from 1910 to 1930?

What effect did the Mexican Revolution have on the labor market in the United States?

Why did vast numbers of people leave Mexico during the revolution?

Develop a hypothesis for the reasons Mexicans immigrated to the U. S. after 1910. Test the hypothesis and present your conclusions in a report. Use at least five sources.

MATERIALS

Reading Materials

North From Mexico, Chapter IX, "The Borderlands are Invaded."

Grebler, Leo, Mexican-American Study Project: Mexican Immigration to the United States: The Record and Its Implications. Read from page 17 to page 38.

Sound Filmstrip

La Raza Sound Filmstrip Lessons. (See "Awakening: The Great Migration."

2. Special regulations were issued in 1917 to admit temporary farm workers from Mexico. These were quickly extended to cover railroad maintenance workers as well as miners.
3. Mexicans replaced the Chinese and Japanese laborers who had been excluded from immigration by the Chinese Exclusion Act of 1882 and the Gentleman's Agreement of 1907.

III. 1920-1929: Mass migration. Five hundred thousand Mexicans were reported as entering on permanent visas.
- A. Mexico expressed a fear that she was losing too many skilled laborers to her northern neighbor.
- B. The Mexican Civil War that extended into the 20's caused much of the "pushing out."
- C. The Mexican immigrant provided a low wage labor supply for both agriculture and industry.
  1. There was an extraordinary demand for agricultural labor during the 20's. It was a new era of prosperity for the norteamericanos and acted as a strong magnet for those who lived in economically-depressed areas in Mexico.
  2. Mexican immigrants also helped satisfy the low-wage labor demands of manufacturing and service industries.
- D. Due to tighter immigration restrictions after 1924, and strengthening of border control, illegal immigration helped fill the labor supply demands in the Southwest.
- E. Because a great debate ensued over the proposed extensions of the quota system, stricter administrative controls commenced in 1929.

INQUIRY

The immigrants from 1910 to 1920 hoped to return someday to Mexico. How did this impede integration into the mainstream of American society?

In what ways did the immigration from 1910 to 1930 affect relations between the United States and Mexico?

Discrimination against minority groups can make them a source of inexpensive labor. How and why does this happen? How has this affected the treatment of Mexican-Americans?

What was the reaction of the American people to the high immigration rate of Mexicans during the 1920's? How was this reaction expressed?

What were the education opportunities for the immigrants of the 1920's?

Who provided the illegal laborers with transportation and jobs after they crossed the border?

MATERIALS

Reading Materials

North From Mexico, Chapter IX, "The Borderlands are Invaded."
Grebler, Leo, Mexican-American Study Project. (same pages as previously listed.)

Sound Filmstrip

La Raza Sound Filmstrip Lessons. (See same title as previously listed above.)

IV. 1930-1939: Because of the Depression and other reasons, repatriation commenced with thousands of people of Mexican descent returning to Mexico.
- A. Some of the methods used, especially by local agencies, caused many of the Mexican people to be bitter towards the United States.
- B. Due to high unemployment in the U. S., and the large migrations of people from the Dust Bowl, Western farmers and other employers had a new supply of labor.
- C. A number of nativist groups helped pressure the government to impose strict limitation on Mexican immigration.

V. 1940-1949: The war effort again sent up the demand curve for labor, especially agricultural.
- A. The Bracero Program was instituted in 1942.
  1. Enacted as a war measure.
  2. Became a permanent fixture until December, 1964, when it ended after much controversy.
- B. The program was administered jointly by the U. S. and Mexican governments.
- C. Although many workers found satisfaction in the working provisions, scores of others became quickly disillusioned over the failure of the U. S. government to enforce certain stipulations in the international agreement.
- D. The Mexican American community became angered when Mexican Nationals took their jobs and kept wages depressed.
- E. Despite the program that allowed controlled immigration, illegal migration of "wetbacks" continued. The "wetback" could save the inconvenience (fees, both legal and illegal) by going this route.

INQUIRY

Research the reasons for the repatriation movement which commenced during the early 1930's.

"The power of the nativist groups was the primary force that caused many immigrants to return to Mexico during the early 1930's."

Is there adequate evidence to support the above statement? How did the U. S. Federal, State, and local agencies react to nativist group activi ties and pressure?

What group replaced many Mexicans in the fields during the Depression years? Were they treated any differently than their predecessors?

What was the initial purpose of the Bracero Program? When did the Program end?

According to Dr. Ernesto Galarza, author of Merchants of Labor, braceros complained of unfair treatment from their employers. What evidence is there to support this charge?

After the war, members from the Mexican American community complained that the Bracero Program helped depress wages. What basis is there for their complaint?

MATERIALS

Reading Materials

North From Mexico, Chapter IX, "The Borderlands are Invaded."

Grebler, Leo, Mexican-American Study Project. (Same pages as previously listed.)

Sound Filmstrip

La Raza Sound Filmstrip Lessons. (See same title previously listed.)

VI. 1950-1959: Permanent immigration rose sharply and more workers were admitted under the Bracero Program. At the same time, "Operation Wetback" was enacted.

A. "Operation Wetback" was an attempt to rechannel illegal immigrants into legal immigration procedures. In effect, "Operation Wetback" resulted in mass repatriations similar to the 1930's. Many members of the Mexican American community were apprehended and sent to Mexico because their papers were not in order.

B. Resident Mexican-Americans were opposed to temporary immigration (Bracero Program) because of the competition for jobs.

C. Deportation methods were seriously questioned and caused much anxiety, suspicion, and distrust in the Mexican-American community.

VII. The 1960's see many changes in immigration procedures and controls.

A. The Bracero Program, after much controversy, is ended in 1964.

B. After 1963, persons wishing to immigrate on the assurance of a job by an American employer were governed by the following regulations:

1. The employer's job offer had to be endorsed by the U. S. Department of Labor.
2. The employment of the alien must not adversely affect the wages and working conditions of domestic workers.

C. A ceiling was imposed which restricted the number of immigrants from the Western hemisphere to 120,000 per year, to become effective in 1968.

D. The Commuter Program, the law that allows those living south of the border to commute to work and return at night, will undoubtedly come under attack in the future. (These commuter-laborers could be possibly used to break strikes,

INQUIRY

Why weren't Mexican-American farm workers more effective in preventing the continuance of the Bracero Program after the conclusion of World War II?

Why did the Mexican-American community become angered during "Operation Wetback" in the 1950's?

In what ways have labor policies in the United States helped to foster dissention and distrust between the Mexican American and Anglo-American communities?

Did all Mexican-Americans react to the Bracero Program in a similar manner?

Why did Congress decide to end the Bracero Program? Were there any pressure groups working to end the program? What controversy surrounded the ending of the program?

Was there an ample supply of domestic labor available to replace the Braceros? what did this labor do for a living while the Bracero Program was in effect?

Was it politically popular or unpopular to support the continuance of the Bracero Program?

MATERIALS

Reading Materials

North From Mexico, Chapter IX, "The Borderlands are Invaded."

Grebler, Leo. Mexican-American Study Project. (Same pages as previously listed.)

Sound Filmstrips

La Raza Sound Filmstrip Lessons. (See same title previously listed.)

THE STRUGGLE FOR SOCIAL, POLITICAL, AND ECONOMIC JUSTICE

I. Following the Mexican-American War of 1846 and continuing with the "push" and "pull" mode of immigration, a history unfolds which finds the people of Mexican descent struggling to establish a social, economic, and political niche in a land their forefathers once owned.

II. As other minority groups had done, the Spanish-speaking withdrew into the colonias and barrios that exist to this day.
   - A. In the early periods of immigration, the immigrants were pleased with their opportunities.
   - B. As they began to see that they were being prevented from rising in the social structure, strong doubts began to emerge about the quality of future opportunity.

III. Discrimination in job opportunity and wages stirred them to build union organizations to meet their needs.
   - A. The Panhandle Strike in 1883 was the first attempt to form a union of agricultural workers in the United States.
   - B. 1903-Mexican and Japanese sugar beet workers go on strike in Ventura County.
   - C. Grape-pickers attempted to organize in Fresno in 1922.
   - D. In 1927, the Confederacion de Uniones Obreros Mexicanos was organized.
   - E. The biggest strike among agricultural workers occurred in California in 1933 when 7,000 Mexicans left the fields in Los Angeles County.
   - F. In 1936, other strikes occurred, tying up many thousands of dollars in produce.
   - G. During the 1930's, strikes were organized in Arizona, Idaho, Montana, Colorado, Michigan, and Texas.

INQUIRY

Make a list of the observable differences between the Colonia district in Oxnard and the rest of the community.

What forced the Mexican immigrants into the barrio?

Why has it been so difficult to organize farm workers in the United States?

After some preliminary reading, write three or four conclusions telling why the Mexican American has generally occupied the lower rungs of the economic ladder? Then do some intense research to test your conclusions. How do they stand up to the test of research?

To what extent did the Communist Party infiltrate the farm-labor movement of the 1930's? Use five or six sources in your research.

Look up two magazine articles that cover the farm labor strikes of the 1930's. Chose articles that are representative of the conservative and liberal point-of-view. Compare their analyses and facts.

Why weren't farm laborers covered by the National Labor Relations Act of 1935?

MATERIALS

Reading Material

North From Mexico, Chapter X, "The Second Defeat."

Sound Filmstrip

La Raza Sound Filmstrip Lessons. (See "Awakening: The Great Migration.")

H. In almost every case, the strikes of the 30's were countered and broken by violent means.

I. Mexicans also led and took part in strikes in the coal mines of New Mexico and in the copper mines of Arizona.

J. The emergency Bracero Program of 1942 and later, the government program, Public Law 78, stifled most organizational efforts in the 40's and 50's.
   1. In Imperial Valley, it should be noted that from 1951 until 1959, the wage rate for virtually every crop in which Mexican Nationals were employed remained stationary at 70 cents an hour.
   2. The Bracero Program effectively halted the operations of the free market mechanism.

K. In 1959, the National Executive Council of the AFL-CIO created the Agricultural Workers Organizing Committee which attempted to organize workers in California's central valley.

L. The United Packinghouse Workers of America began organizing shed workers in 1954 and in 1960, began organizing farm workers.

M. In 1962, César Chávez began organizing the National Farm Workers Association in the Delano area of Kern County. Many labor experts consider this union as one of the most effective in the history of farm labor in the U.S.

IV. The conflict in cultures.

A. Generally, the immigrant from Mexico has come from the central plateau region.
   1. Many who came were poor and illiterate.
   2. Most had not experienced a division of labor.
   3. For the most part, these immigrants had no experience with social mobility; they lived and died in the status in which they were born.

INQUIRY

What effect did the Bracero Program have on farm labor organizing efforts during the 1940's and 50's?

What were the average hourly wages earned by farm workers for the following years:

1920 1932 1939 1944 1946 1951
1957 1959 1964 1965 1967 1969

What were the average yearly wages for farm workers during the same years?

What is your reaction to the statement that the Bracero Program effectively halted the operations of the free-market mechanism?

In what ways has technology replaced the farm worker?

Is the farm worker covered by the Federal Minimum Wage Law?

Are there any Federal or State laws that apply specifically to farm workers?

In what ways has the conflict between the cultures affected the Mexican American?

Is it valid to say that the Mexican-American has been a victim of prejudice and discrimination?

MATERIALS

Reading Materials

North From Mexico, Chapter X, "The Second Defeat."

Reading Material

North From Mexico, Chapter XI, "The Mexican Problem."

Sound Filmstrip

La Raza Sound Filmstrip. (See: "Awakening: The New Experiences.")

4. Anglo-Americans saw him as "Indian" and therefore, lawless and violent. 5. Generations of Anglo-Americans have accepted the Mexican stereotype. B. Religion and language served to set the Mexican immigrant apart from his Anglo counterpart. C. Due to the discrimination and stereotype, the Mexican immigrant has been relegated to the most menial jobs in the United States.		
V. The Mexican Community - La Colonia. A. Characteristics of the colonias. 1. Most colonias are located on the "other side of the tracks." 2. Many are the outgrowths of labor camps. 3. Most colonias have been located out of sight and hearing of the majority community. 4. Due to their locations, the colonias are socially and psychologically separated from the majority community. 5. Generally, the children attend school within the colonias. 6. Generally, the colonias have little political representation. B. The majority community has made sporadic attempts to go into the colonias to help solve "the Mexican Problem," but with little success because of a lack of understanding of the culture.	What seems to be the basic causes of antagonism between the Mexican-American and Anglo-American communities? What stereotyped picture does the Anglo-American have of the Mexican-American? Can you identify any advertising on television that help perpetuate this type of stereotyping? What are some of the characteristics of the living arrangements in the Colonia of Oxnard? What is the average income of the residents of the Colonia in Oxnard? How does this compare with the average income of the rest of the community? How does it compare with a middle-class community in some of the other cities in Ventura County? In what respect is the Colonia isolated from the rest of the community in Oxnard?	Reading Materials North From Mexico, Chapter XI, "The Mexican Problem."
VI. The Mexican Family. A. A close-knit family is characteristic of the culture. (Even remote cousins will be aware of their mutual family ties.) 1. The large family unit provides stability and security.	Study the efforts of an organization with its base in the majority community that has attempted to help solve the problems of Mexican-Americans. 1. Generally, what is the attitude of the members of this organization toward the Mexican-American community?	

2. Due to the economic plight of some Mexican-Americans, the children are often expected to help provide money for the family's living expenses. B. There is probably less role confusion in first-generation Mexican-American families than in subsequent generations.	INQUIRY	MATERIALS
VII. The Education of the Mexican American child. A. Prior to 1846, the borderlands were without schools--thus, a very high illiteracy rate. B. The first school systems were totally controlled and operated by Anglo-Americans who did not understand the Mexican-American culture and language. 1. Generally, school adminstrators and boards of trustees have insisted that English be the language of instruction. 2. The Spanish surnames are mispronounced; Juan and Roberto become John and Robert. 3. Gerrymandered school district lines have often kept the children in inferior ghetto schools.	2. Are Mexican Americans represented in the membership and leadership of this group? 3. Describe the program the group has attempted. 4. Evaluate the "success" or "failure" of the group. What is the literacy rate in both languages among Mexican Americans? Why is it an advantage to possess knowledge of two languages? What is a de facto segregated school? Will bussing solve the problem of de facto segregation? What are the reasons for the heavy drop-out rate among Mexican American youth?	Reading Materials Samora, Julian. La Raza: Forgotten Americans. Pages 14-24, 179-185. North From Mexico, Pages 280 and 281. Sound Filmstrip La Raza Sound Filmstrip Lessons. (See "Awakening: The New Experiences.")
VIII. To a noticeable degree, Mexican-Americans have experienced a history of discrimination and segregation very similar to that of the Negroes in the South. A. Shortly after the Japanese were "relocated" in camps in 1942, the Mexican Americans became the major scapegoat group. B. The Hearst press began to play up the "Mexican" crime and the "Mexican" juvenile delinquency. C. The origin of Pachuquismo. 1. Mexican-American boys, like all boys, were attracted to clubs and neighborhood gangs. Signs on store and dance establishments such as: "Wednesdays reserved for Mexicans and Negroes," and other forms of discrimination, caused the	Evaluate the reporting of the "Sleepy Lagoon Case" by the several Los Angeles newspapers. Does the evaluation support the contention that the press was highly irresponsible? Write to the Los Angeles Sheriff's Office and request a copy of the 1942 Ayres Report on the Mexican-American. Evaluate this report. Do your conclusions agree with Carey McWilliams' conclusions?	Reading Material North From Mexico, Chapter XII, "The Pattern of Violence."

Mexican American adolescents to form into tightly-knit groups. 2. The school made them well-aware of their social position. The schools had a tendency to make the Mexican American boys feel inferior about anything Mexican. 3. The "Zoot Suit" Riots of 1943. a. The L. A. press fanned the hatred with headline stories: "Wild Night in L. A.: Sailor-Zooter Clash," and "Sailor Task Force Hits Zooters." b. The Mexican American community was left badly shaken. Bitterness, hatred, and resentment were the by-products of the "Zoot Suit" Riots of 1943.	INQUIRY List the reasons that Mexican American boys formed gangs in 1942 and 1943. How were these gangs different from other boy gangs during these years? Why did the "pachucos" wear "different-looking" clothes and hair styles? How and why did the military become involved in the "Zoot Suit" wars of 1943? What were the international repercussions of the "Zoot Suit" wars of 1943?	MATERIALS Reading Material North From Mexico, Chapter XII, "The Pattern of Violence." Sound Filmstrip La Raza Sound Filmstrip Lessons:
IX. Cultural Fusion and Assimilation. A. Hostility between the two cultures has not prevented a significant degree of cultural fusion and assimilation. 1. Language fusion is one of the most noticeable products. 2. Architecture, speech, institutions, customs, and cuisine show a marked imprint in the Southwest from the Spanish, Mexican, and Indian cultures.	Does the press have a responsibility for helping to create better relations among ethnic and racial groups? In what ways have the Anglo-American and Mexican-American cultures fused? Why do cultural and racial differences sometimes cause conflicts? How can people benefit from cultural and racial differences? There are many marriages in Ventura County between Mexican-Americans and Anglo-Americans. Prepare a list of questions that would measure the benefits and difficulties of these marriages.	Reading Material North From Mexico, Chapter XVI, "One and Together."

THE PRESENT AND FUTURE OF THE MEXICAN-AMERICAN

I. The trends and events of the last ten years show strong indications that the Mexican American is molding and using institutions that will provide him with social, political, and economic justice. This is not to say, however, that some of the problems of past decades are not still with us today.
   A. Interest in political representation and activities has grown since World War II.
      1. The G.I. Bill and subsequent rise in educational level, the civil rights movement, and the Educational Opportunities Act (EOP) have all served to foster interest in politics.
      2. Older organizations, such as the League of United Latin American Citizens (LULAC), have served as a training ground for some of the more recent organizations.
      3. More recent organizations, such as the Mexican-American Political Association (MAPA), the Political Association of Spanish-Speaking Organizations (PASO), the G.I. Forum, and other, more locally-based organizations, have been more interested in direct action.
         a. These groups look to the political arena for social and economic improvement.
         b. Today, under a more militant leadership, these groups are wielding an increasingly stronger political force.
   B. Problems, however, still beset these organizations.
      1. There is still much in-fighting within the several organizations.
      2. Each group is vying for regional and national control of Mexican-American loyalties.
      3. Lack of funds is always a problem.

INQUIRY

To what degree have Mexican Americans used the G.I. Bill of Rights?

Evaluate the effect the Economic Opportunities Act has had on the Mexican-American community.

What have been some of the successes of some of the Mexican American political groups?

Make a biographical sketch of some of leading Mexican Americans in the Southwest.

To what degree is the average Mexican-American involved in politics? Interview some Mexican-Americans and ask them to explain their political philosophies.

What does La Raza mean?

Interview a successful Mexican-American businessman. Ask him about the needs and desires of his community.

Interview a Mexican-American and an Anglo-American that are involved in politics. Compare their positions on ways to

MATERIALS

Reading Material

Samora, Julian, La Raza: Forgotten Americans. Read pages 47-61, 125-157.

Sound Filmstrip

La Raza Sound Filmstrip Lessons. See "The Awakening: The Political Experience."

	INQUIRY	MATERIALS
C. Recent emanations suggest that, unless substantial representation in the Democratic Party's hierarchy is granted, the people will look to the Republican Party for representation. 1. The Democratic Party leadership has a fault of stepping into the colonias during election time and then disappearing until the next election. 2. Until the General Election of 1968, the Republican Party has shown little inclination to woo ethnic votes. 3. Other minority parties have not made inroads into the Mexican-American community. D. Other organizations, such as the Community Service Organization (CSO), although basically service-type organizations, have conducted education programs in order to make their communities politically aware. E. Education and the Mexican American. 1. Many Mexican American children enter school without the types of middle-class experiences upon which school life is based. 2. In many homes, Spanish is the first language that the child learns. Upon entering school, he must begin learning in a foreign language. 3. Some studies have faulted the teachers for the low achievement rates of Mexican-American children. a. Teachers have generally exhibited an inability to understand the cultural and language differences. b. In the past (and even today) teachers have regarded their placement in a barrio school as an inferior assignment. 4. As the students pass through the grades, they find it increasingly difficult to identify with the school and its teachers.	solve the problems besetting the Mexican American community. Why are most registered Mexican-American voters Democrats? To what degree did they change party affiliations during the 1968 campaign? What has the Republican Party done to encourage more Mexican-Americans to join their ranks? Why has the Communist Party failed to attract Mexican-Americans? In what activities have Ventura County Mexican American organizations such as CSO, MAPA, and the Brown Berets been involved? What have been their "successes" and "failures?" Formulate a series of suggestions for teachers and administrators to help improve the education of Mexican-Americans. Generally, why do teachers show displeasure when assigned to barrio schools?	Reading Material Heller, Celia S., Mexican-American Youth: Forgotten Youth at the Crossroads. Pages 45-51. Sound Filmstrip La Raza Sound Filmstrip Lessons. "Awakening: The New Experience."

5. Many children have found success in school because a teacher or administrator has taken a particular interest in them.
6. Because of tests which ignore cultural and class differences, the large proportion of Mexican-American children have been guided by their counsellors into industrial and vocational courses.
7. For many reasons, the parents of Mexican-American children have found it difficult to take an active interest in the school.
   a. Work schedules often prevent parents from attending parent-teacher conferences and other related activities.
   b. Fear of the unknown, ridicule, and discrimination suffered in the past are also contributing causes.
   c. In some cases, a lack of interest in education is the reason.
8. The dropout rate, especially at the ninth and tenth grade levels, is high.
   a. In a recent edition of the Los Angeles Times, a reported 57 per cent dropped out in one high school in East Los Angeles.
   b. "To summarize the situation as it exists now (with very few exceptions), Mexican-American children are not prepared at home for the experiences which await them at school and the schools are not prepared or equipped to receive and hold these children."--Celia S. Heller. (The Oxnard Elementary School District has only recently implemented programs to solve the education gap.

INQUIRY

Why do Mexican-American students test below grade-level on state achievement tests?

What problems do the children of migrant workers face in attempting to gain an education?

What have been the activities and programs of the Mexican American Political Association to improve educational opportunities for Mexican-Americans in Ventura County?

What is the dropout rate among Mexican Americans of high school age in Ventura County? What has caused this heavy drop-out rate?

What were the reasons for the Los Angeles walkouts of 1963? Were the reasons valid? How did the Los Angeles City School Board react to the walkouts?

What is the Oxnard Elementary School District doing to bridge the educational gap between the Mexican-American student and his Anglo-American counterpart?

MATERIALS

Reading Material

Heller, Celia S., Mexican-American Youth. Pages 45-51.

Sound Filmstrip

La Raza Sound Filmstrip Lessons., "Awakening: The New Experience."

9. In proportion to their population, few Mexican-Americans (as of June, 1969) were enrolled in the state college or university systems. This is also true in the other Southwestern states.
   a. There is recent indication that this trend is changing.
   b. The Educational Opportunity Program (EOP) has helped many hundreds of students into a college or university program.
   c. The students are largely responsible for the many Brown Studies departments and courses found in the colleges and universities throughout the Southwest.

F. Employment opportunities.
1. Studies point out the low employment opportunity.
2. Agriculture and unskilled labor constitutes the major employment.
   a. Farm workers occupy the lowest rung on the employment ladder.
   b. Eighty per cent of the Mexican-Americans involved in agriculture work in the Southwest.
   c. Work outside of agriculture includes garbage collection, unskilled labor, dishwashing, and unskilled factory work.
   d. In 1960, the average farmworker worked 183 days for an income of $1,256.
3. Federal employment.
   a. In 1964, Mexican-Americans filled 8 per cent of 450,000 positions.
   b. In California, the Mexican-Americans held 3.8 per cent of the federal jobs, but constituted 9.1 per cent of the population.
   c. In all five Southwestern states, the majority of Mexican-Americans employed in federal positions held blue-collar jobs with a $5,000 or less wage.

INQUIRY	MATERIALS
Can a course in Mexican American culture and history help a Mexican American achieve self-identity?	Reading Material Heller, Celia S., Mexican-American Youth. Pages 45-51.
How can Brown Studies Departments the colleges and universities help the Mexican-American community? Form a debate on the subject.	Sound Filmstrip La Raza Sound Filmstrip Lessons: "Awakening: The New Experience."
What is the average yearly income of Mexican Americans in Ventura County? In California? In the Southwest?	Reading Material Samora, Julian, La Raza: Forgotten Americans. Pages 100-107; 185-195.
What has the agricultural industry done to improve the wages and working conditions of the farm worker?	Sound Filmstrip La Raza Sound Filmstrip Lesson: "Awakening: Huelga!"
Generally, what types of positions do Mexican-Americans hold in city, county and federal employment in Ventura County?	
Is it true that discrimination has prevented Mexican Americans from gaining white-collar employment in the Southwest? In Ventura County?	

d. Discrimination and lack of education seem to be tne contributing causes for these employment patterns.
e. Recent educational programs and recruiting policies show some improvement in employment opportunities.

4. State policies and actions.
   a. California, Colorado, and New Mexico have legislation prohibiting job discrimination in both public and private employment.
   b. Arizona's laws cover only public employment; Texas has not adopted laws in either area.
   c. California's 1963 ethnic survey showed that Mexican-Americans held only 2,409 positions out of over 100,000 slots.
   d. Few Mexican-Americans are found in law-enforcement work.
   e. Cities show good percentages in Mexicar-American employment, but most of the positions are blue collar.

5. As a group, Mexican-Americans have not moved into the mainstream of American economic life.
   a. Their unemployment rate is about double that for Anglo-Americans. (This statistic does not include unemployed farm workers and is therefore not a true indication of the unemployment rate.)
   b. Many Mexican-Americans do not have full time year-round jobs.
   c. A 1966 survey by the Department of Labor showed that "47 per cent of the men in a barrio in San Antonio were either unemployed, underemployed, or earning less than $60 per week."
   d. There are certain types of businesses and industries that employ insignificant numbers of Mexican-Americans.

INQUIRY

Currently, what state and local programs are in effect to help the Mexican-American gain employment?

What "top" positions do Mexican Americans hold in the government of the State of California?

Develop and test several hypotheses on why Mexican-Americans have not moved into the mainstream of American economic life. Use at least ten sources in your research.

What is the percentage of Mexicar Americans on the welfare rolls in Ventura County?

What measures might be taken to alleviate the underemployment and unemployment of the unskilled?

What effects does a high rate of underemployment and unemployment have upon the population as a whole? (Consider both the social and the economic aspects of this question.)

Develop a list of questions that you would like to present to the U. S. Department of Labor on employment opportunities for Mexican-Americans.

MATERIALS

Reading Material

Samora, Julian, La Raza: Forgotten Americans. Pages 100-107; 185-195.

Sound Filmstrip

La Raza Sound Filmstrip Lessons. "Awakening: Huelga!"

6. Mexican-Americans continue to make up the largest group of domestic seasonal farm workers. a. The migrant labor force has been the backbone of the seasonal agricultural force for the past 60 years. b. These workers' roots are found in the rural areas of both the U.S. and Mexico. c. Housing and health problems continue to plague these workers. d. Lack of educational and employment skills help perpetuate a poverty cycle from which it is difficult to escape. e. Because of the unstructure nature of the work, this work force has been unable to organize. f. Children of migrant families often have to work in the fields in order to help the family maintain a subsistence wage. Because of this and and the migratory nature of the work, these children are often not in school. g. In most cases, these workers are not covered by welfare and other public programs. (However, this may change due to the new ruling on residency requirements.) h. Most federal programs to help these workers are short-lived. Presently (1969) few exist.	What contributions have the Mexican-Americans made to agriculture since 1848? Prepare a list of questions and interview a migrant worker. Where do the major migrant streams begin in the United States during the harvest season? What are the difficulties encountered by these workers? What are the health problems of the migrant families? Presently, what federal programs are there to ease the problems of the migrant worker?	Reading Material Samora, Julian, La Raza: Forgotten Americans. Pages 100-107; 185-195. Sound Filmstrip La Raza Sound Filmstrip Lesson "Awakening: Huelga"
7. One of the most highly-publicized developments in the past decade has been the organizing efforts of Cèsar Chàvez and the National Farm Workers Association. a. Organizing efforts began in Delano in 1962. b. Cooperating with Filipino grape pickers from the Coachella Valley, 1,000 Mexican American farm workers voted to strike on September 16, 1965.	Write a biographical sketch of Cèsar Chàvez.	Reading Material Time Magazine, "The Little Strike That Grew To La Causa," July 4, 1969. Pages 16-21. Sound Filmstrip La Raza Sound Filmstrip Lesson:" Awakening: Huelga!"

c. The next year, Chàvez and his workers won contracts from Schenley Industries and the DiGiorgio Ranch. (These growers have since sold their table-grape holdings; now, the NFWA holds contracts with only wine producers.)

d. Because of the difficulty of keeping workers on the strike line, Chàvez has (according to statistics) effectively used the boycott since 1967.

e. The use of the boycott has caused much ill feeling between the growers and the union.

f. For various reasons, collective bargaining was successfully brought to the fields of California.

1) End of the Bracero Program.
2) Exposure to the civil rights movement and the War on Poverty.
3) Cooperation of major labor unions.
4) Broad-based support from the liberal community, including students.
5) Year-round crop activity on the larger ranches.

g) ". . . la huelga. . .is also symbolic of the Mexican-American's quest for a full role in U.S. society."--Time Magazine

II. La Raza is currently the strongest unifying force among Mexican-Americans in the Southwest.

A. A more positive self-image is being attained through an educational and cultural renaissance.

B. The Mexican-American has begun a civil-rights movement that is gaining strength throughout the Southwest.

C. The educational, employment, housing, health and welfare opportunities are increasing and show future promise.

INQUIRY

Debate the current grape conflict.

What are the goals of the National Farm Workers Association?

Why have the farmworkers had so much difficulty in organizing?

What federal laws protect the specific rights of farmworkers?

What will technology probably do to the efforts of the National Farm Workers Association?

Should farmworkers have the right to organize?

Was the article in Time Magazine favorable or unfavorable to Cèsar Chàvez?

MATERIALS

Time Magazine,
"The Little Strike That Grew to La Causa," July 4, Pages 16-21.

Sound Filmstrip

La Raza Sound Filmstrip Lessons. "Awakening: Huelga!"

Reading Materials

Romano, Octavio Ignacio, "The Anthropology and Sociology of Mexican-Americans," El Grito, Vol. II, No. 1 (Fall, 1968), 13-26.

Gonzales, R. I Am Joaquin (a poem),

Beene, Richard. "Mexican-Americans Face Countless Problems, Fight For Dignity," Ventura (Co.) Star-Free Press, (Aug. 17, 1969) C-5.

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The present dearth of materials on the Mexican American controlled the choice of books and other sources offered in this guide. The books recommended are all paperbacks and can purchased inexpensively. Ancient Mexico, by Frederick Peterson, presents a brief account of the history and culture in the first 105 pages. The remainder of the book develops some concepts. The First Americans, by G. H. S. Bushnell, provides a good supplement to Peterson's book. The maps, diagrams, and pictures are of good quality. North From Mexico, by Carey McWilliams, is recommended for the units that follow the pre-Hispanic history of Mexico. This book is widely acknowledged as the best single source on the Mexican American. Leonard Pitt, author of Decline of the Californios and professor of California history at San Fernando Valley State College, has great respect for McWilliam's book. The liberal point-of-view that emerges in certain sections can be balanced with supplemental readings. La Raza, a collection of essays edited by Julian Samora, Mexican American Youth by Celia S. Heller, and magazine articles provide the material for the 50's and 60's. For the unit on immigration, Mexican Immigration to the United States by Leo Grebler provides valuable reading material and statistics. This document can be obtained from the School of Business Administration, University of California at Los Angeles. The total course can be embellished with the La Raza Sound Filmstrip Lessons, records, and other audio-visual materials.

Recommended Books:

Burland, C. A. The Gods of Mexico. New York: Capricorn Books, 1968.

Bushnell, G. H. S. The First Americans. New York: McGraw-Hill, 1968.

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Hibben, Frank C. Digging Up America. New York: Hill and Wang, 1960.

McHenry, J. Patrick. A Short History of Mexico. New York: Doubleday and Co., 1962.

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Samora, Julian, ed. La Raza: Forgotten Americans. Notre Dame: University of Notre Dame Press, 1966.

Audio/Visual Materials:

Folk Songs of Latin America. (LP record and filmstrip) -- includes "Aztec Hymn to the Sun" Can be purchased from: Social Studies School Service, 4455 Lennox Blvd., Inglewood, California, 90304.

La Raza Sound Filmstrip Lessons. The 13 lessons and 13 LP records (both in English and Spanish) can be purchased from: Social Studies School Service, 4455 Lennox Blvd., Inglewood, California, 90304.

Fifty sets of six transparencies each on ancient Mexico can be purchased from: Instituto Nacional Antropologia e Historia, Mexico, D. F. ($1.68 per set)

For other audio-visual materials from Mexico, refer to pages 32 and 33 in Mexican Americans: A Handbook For Educators, by Jack D. Forbes.

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Forbes, Jack D. Mexican Americans: A Handbook for Educators. Berkeley: Far West Laboratory For Educational Research and Development, n. d. (Far West Laboratory, 1 Garden Circle, Hotel Claremont, Berkeley, California, 94705)

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Revelle, Keith. Chicano: Mexico and Mexican Americans. Oakland: Latin American Library of the Oakland Public Library, 1969. (This selected bibliography of materials about Mexicans and Mexican Americans can be obtained without charge by writing to: Oakland Public Library, 1457 Fruitvale Avenue, Oakland, California, 94601.)